DOCUMENT RESUME

ED 023 003 AC 002 631

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Summary Report of the 1967 Annual Meetings of the Commission of Professors of Adult Education (Philadelphia, November 14-15, 1967).

Pub Date 68

Note-39p.

EDRS Price MF-$0.25 HC-$2.05

Descriptors-*Administrative Policy, *Adult Education, Adult Educators, Instructional Materials, *Professional Associations, *Professional Education

Identifiers-*Adult Education Association

Sessions of the 1967 annual meeting of the Adult Education Association (AEA) Commission of Professors of Adult Education dealt mainly with instructional methods, staff and participant recruitment, comparative adult education, proposals for a theory-building institute and a national "skill bank," simulated materials for training public school adult education administrators, graduate programs in adult education, and activities of other bodies (Education Commission of the States, American Society of Training Directors, ERIC Clearinghouse on Adult and Continuing Education, Center for the Study of Liberal Education for Adults). The Commission's role in AEA, its larger role in advancing adult education in society, and the professional development of professors of adult education were discussed in the business session. Creation of a study committee was recommended. (ly)

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SUMMARY REPORT OF THE 1967 ANNUAL MEETING OF THE COMMISSION OF PROFESSORS OF ADULT EDUCATION

November 14-15, 1967
Philadelphia, Pennsylvania

SUBMITTED BY:
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SCHOOL OF EDUCATION
SCHOOL OF AGRICULTURE AND LIFE SCIENCES

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May 24, 1968

MEMO TO: Members of the Commission of Professors of Adult Education

FROM: George D. Russell, Secretary

SUBJECT: Report of the November 14-15, 1967, Annual Meeting of the Commission

I have attached a summary report of the 1967 annual meeting of the Commission of Professors of Adult Education.

This "summary report" of the 1967 meeting falls somewhere between a concise minutes of the meeting and a complete proceedings. As I reviewed my original notes it seemed to me that a very concise "minutes" would miss or obscure many worthwhile ideas and comments whereas a complete proceedings is not possible inasmuch as the meeting was not recorded. It follows that this report does not necessarily include everything significant that was said nor is any claim made to the significance of all of what I was able to record.

Anyone who was present for the entire Commission meeting will not fail to note omissions in the report. I assure you that such omissions are not intentional. Sometimes my pen simply wasn't able to keep up with the flow of words, sometimes my own interest in the discussion overcame my intention to record it, on a few occasions my own participation interfered with my recording task, and every now and then I found it difficult to put down anything very intelligible from simultaneous conversations, etc. In any event I extend my apologies to those persons whose words of wisdom I either neglected to get down or cannot now decipher from my stale notes, and to those persons whose remarks I have mis-recorded, misinterpreted or otherwise done an injustice to.

Please review the report and notify me of errors of fact and serious omissions, etc. I assume that the 1968 annual meeting will be an appropriate time for recording official corrections.

THE UNIVERSITY OF NORTH CAROLINA, William Friday, President, comprises: *North Carolina State University at Raleigh, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, and the University of North Carolina at Charlotte.*

COMMISSION OF PROFESSORS
OF ADULT EDUCATION

Report of the 1967 Annual Meeting

The 1967 Annual Meeting of the Commission of Professors of Adult Education as held at the Bellevue-Stratford Hotel in Philadelphia on November 14 and 15, mmediately preceding the 17th National Conference of the Adult Education ssociation of the U.S.A. Wayne L. Schroeder, Chairman, presided.

The following presentation, reports, and discussions etc. took place n dates indicated:

ovember 14, 1967 - Morning

Introductory Session

Meeting called to order by Wayne Schroeder. Nineteen members present t start of meeting. Schroeder reviewed the two-day program and explained hanges and deletions. Adjourned for coffee.

Presentation of Ideational Papers

After coffee break group broke into three sub-groups, according to ndividual's choice, to listen and react to one of the following ideational apers:

1. "Ideation About Program Planning and Evaluation," by Bill Griffith

2. "Ideation About the Teaching Process," by Bob Boyd

3. "Ideation About Community Action Programs," by Gale Jensen

(Information on these three presentations can best be secured by ontacting the presenters of the papers.)

ovember 14, 1967 - Afternoon

Announcements by Schroeder

1. No evening meeting on November 14, 1967

2. Suggested that some people might want to meet in evening to discuss matters of mutual interest.

3. Grant Venn of U. S. Office of Education will meet with group on Wednesday to discuss adult education position in U.S. Office.

Roundtable for Idea Sharing by Members

Schroeder -
Introduced idea he uses in teaching introductory course in adult education at Florida State University. He uses a modified form of the TV "Password" game to teach relationships between historical events in adult education.

Knowles -
Discussed new approach he uses in course concerned with organizing and administering adult education. Former approach involved assignment of teams to problem areas with teams reporting back to entire group. Knowles' new approach is to organize the class according to live client systems. Each student volunteers to study and produce a final report on a real client system.

Nadler -
Discussed teaching approach similar to that described by Knowles. Each student is required to plan an adult education program for a real situation in client system.

Hendrickson -
Reported on revision of methods used in introductory course in adult education. Formerly required students to have a field experience contact with three or four adult education agencies. New procedure calls for student to concentrate in depth on just one agency. Student is to interview administrator and other persons, and prepare report on basis of interviews. This activity is in addition to the formal course lectures and discussion.

Ingham: Have you done any systematic evaluation which demonstrates that new approach is more effective.

Hendrickson: Students report favorably on the new approach.

Atwood -
Indicated that he has had students do something in place of the usual term paper requirement. Students must go to a local adult education agency, examine the programs, etc., and report on them.

Knowles: Indicated desire to pursue Ingham's question about evaluation.

Schroeder: My students seem to be learning somewhat more -- I attribute it to the addition of the "Password" game approach.

Ingham -
My own evaluation in course concerned with organization and administration of adult education is based upon objectives which probably are not stated specifically enough to determine precise achievement of objectives.

I am currently using case problems by Sargent. Students read cases and also sometimes are required to write up what they would do in specific cases. Must also consider the consequences of their recommendations.

Hendrickson -
Are Sargents case problems pertinent to adult education.

Ingham -
Yes, but not many different cases are available. I also have another objective in using these materials--i.e., getting students responsible for directing their own study.

Hendrickson -
Do you pre-test and post-test with these materials?

Ingham -
No, but I believe you could do so.

Knowles -
National Training Laboratories has just published lengthy bibliography on Explorations in Human Relations Research in two parts. This is an annotated bibliography of training research. Jack Gibb is editor of Volume I and Eric Knowles is editor of Volume II.

Gale Jensen -
Has anyone here used programmed instruction to get at achievement of behavioral outcomes?

Knowles -
I have had one student who developed machine to teach musical pitch.

Ingham -
The Johnston book indicated that many people are engaged in some form of self-learning. I assume that some of them are using programmed instruction.

Gale Jensen -
Regarding evaluation, it seems to me that one can determine achievement of objectives at level of cognitive recall by use of programmed instruction.

Nadler -
I wonder if we couldn't develop programmed instruction materials to teach history of adult education. Aside from Knowles' book we do not have much material in this area.

Schroeder -
I had one student do something like this in another area.

Schroeder -
Ideas that we have heard thus far have been restricted to teaching ideas. One of the notions that keeps coming across is that we need to be more precise regarding the evaluation of these new things we have been trying out.

Knowles -
Has anyone here had successful experience with programmed instruction?

Aker -
Yes, I have personally had a successful experience with it.

Gordon -
The Draper Reformatory in Alabama uses programmed instruction for its entire adult education program --- young adults 17-25.

Jensen -
I have used a programmed text to teach programmed learning.

Griffith -
Aren't we asking about someting that has already been answered?

DeCrow -
Yes, indeed, the Center has all kinds of favorable reports on use of programmed instruction -- most of them are from business and industry. Someone in this group might do a bibliography on this topic using the materials in our system.

Nadler -
"Effective Listening" has been presumed to be a good example of very effective programmed instruction. Yet, one instructor gave post-test first and upset results of previous evaluations.

Nadler -
I understand the C.I.A. has used programmed instruction extensively--but they are now saying that it must be used in combination with other things

Aker -
On another matter -- I often get the feeling that I get better results with my teaching if I'm not prepared.

Hendrickson -
I have had some of the same experience. I have taught a course in "Parent Education" -- probably 40 times. Every time I have felt insecure, ill-prepared, yet I usually feel I have achieved more than in my regular courses.

Aker -
Are there others who have had this experience?

Knowles -
What do you mean by preparation?

Aker -
I'm not referring to my grasp of the content -- assuming I have content under control. I am referring to whether I have prepared for what I am going to do in the classroom.

Knowles -
I have had to abandon my own previous standards of what is good teaching. I think it is possible to thinking of teaching as content absorption as against process of discovery -- the latter being more desirable.

Knowles -
As adult educators we should recognize two things:
1. We do in fact have a differential technology for teaching adults than children.
2. We need to apply the one axiom - "what the teacher does rather than what the teacher says" that is important in good teaching.

Nadler -
Regarding evaluation, I find myself concerned with what student who comes out with a Master's degree is able to do? What competencies should he possess? What is the common core of knowledge that should be associated with a Master's degree in adult education.

Boyd -

I can't say how a person will perform on the job on the basis of his performance in my course. I should be able to say something about the extent to which student achieved the objectives of my course. If your program objectives are clear then it should not be difficult to develop a test to measure achievement of those objectives.

Schroeder -

Burt Kreittow has developed a large number of test items--according to Bloom's categories--which he might be willing to share with you.

Knowles -

We probably shouldn't be overly concerned with arriving at a common philosophy or approach to graduate study in adult education. The field is too young to commit ourselves to any single approach or common core of knowledge.

Schroeder -

Maybe small groups of you could continue this discussion this evening.

Hendrickson -

Perhaps we do need to have some idea of the kind of repertcire students have to draw upon.

Menlo -

Described course he teaches in Adult Education Methods. Course requires students to develop set of learning tasks, class is divided into three groups, class identifies projects and make visitations.

Adjourned for the day

November 15, 1967

Schroeder -

Summarized briefly the previous day's meeting and introduced new people.

Work Committee Reports

Recruitment Brochure

Members: Tough, Hendrickson, Glen Jensen, Kleis, and Nadler

Tough reported that:

1. The brochure to recruit people to the field of Adult Education is ready for publication.

2. Hendrickson has also prepared a shorter version.

3. Chronicle Guidance Publications will publish and distribute through their commercial services.

4. Chronicle Guidance Publications will sell additonal copies to Commission members at cost.

Discussion

Jensen -
Minnis has been working on acquisition of supply for distribution. Gene Johnson had thought that AEA could publish--but no money is available unless it is taken out of the Commission of Professor's publication fund.

___?___ -
Executive Committee felt that the latter could be done insofar as the fund were replenished from sale of brochure.

___?___ -
Could it be published in Adult Leadership and made available as a reprint, for sale by A.E.A.?

Schroeder -
Will anybody be interested in buying it?

Knowles -
This kind of publication reminds me of another kind of need. There is need for a publication that describes the differentiated characteristics of the various graduate programs.

___?___ -
Thiede has taken some interest and developed some ideas along these lines. Thinking of a publication that would include staff members, program emphasis, program philosophy, course offerings, etc.

Dowling -
I am on NUEA Committee and committee of ASULGC, both of which have interest in a similar kind of brochure.

___?___ -
Continuious Learning did something last year which could serve temporarily the latter kind of need.

Jensen -
We need to try to get the largest audience possible.

Schroeder -
Can you -- Allen -- try to get a larger audience for the publication.

Nadler - Maybe the brochure could be reprinted by the U.S.G.P.O -- but why -- who are we trying to reach?

Griffith - What message are we trying to deliver to whom? Are we:
1. Trying to recruit people to the field or
2. Trying to recruit people to graduate programs in adult education.

___?___ -
Perhaps we need another group to look at the need for a brochure on graduate programs in adult education in the U.S. and Canada.

Griffith -
Anything designed for everybody is no good -- except for sex.

Knowles -
Might be good idea if we could get U.S.O.E. to publish the brochure.

___?___ -
Should we consider approaching other publications or organizations such as Life Magazine, Prudential Insurance Company, and New York Life Insurance Company? They all publish such materials.

Theory Building Institute

Members: Griffith, Litchfield, and Schroeder

Griffith:
1. Distributed copies of a memorandum to the Commission of Professors of Adult Education from the Committee on Seminar for Theory Building and Application in Adult Education, dated November 13, 1967, and copies of a "Proposal for a Seminar on 'Theory Building' and Application in Adult Education Research."

2. Reviewed the major points included in the proposal.

scussion

Ingham -
What would be the outcome of such an institute?

Griffith -
Thirty-six people would go home from the institute with theoretical constructs which could be tested by student and faculty research.

Ingham -
Maybe such an institute should be limited to theory building in administration.

Group - No

Ingham -
How about adult learning theory?

Knowles -
I did not understand Bill to say that institute would come out with a theory.

Hendrickson -
Wouldn't individuals going to the institute have the "content" but would be getting the "theory building" ideas from presentations and discussions?

?
Question raised about prospect of success for such an institute inasmuch as the summer "Research-Training Institute" had not been very well attended.

Russell -
Gave brief explanation of Summer "Research-Training Institute" held in Madison, Wisconsin. Institute lasted for two weeks, during which group: spent some time in formal presentations from outside experts, used some time to discuss and criticize research proposals of individuals, worked part of the time independently, and had an opportunity for individual consultations both within the group and with faculty members of the University of Wisconsin. Also indicated that there were only about a half-dozen regular participants which was considerably fewer than orginally planned and also considerably less than was indicated by interest expressed at 1966 Commission meeting.

Griffith -
I have no reason to believe this would not be successful -- it is different from the summer Research-Training Institute.

Knowles -
I think we should move ahead with this.

Griffith -
I would like to request that membership of committee be enlarged. Allen Tough and Roy Ingham ought to volunteer to serve.

Hendrickson -
Should we wait until we decide what the Commission is going to become before making a decision about the institute?

Griffith -
I would not see modification of commission as influencing whether we should have the Seminar on Theory Building.

eport by Jim Dorland of NAPSAE

1. Distributed two documents:
   A. "Statement of Executive Committee of Council of State Directors on Role and Functions of University Resource Specialist."

   B. "Statement of Council of State Directors of Adult Education to U.S.O.E. re-Teacher-Training."

2. Briefly reviewed and commented on the substance of the two statements.

3. Solicited reactions from Commission regarding statements distributed.

4. Commented briefly on the N.U.E.A.-N.A.P.S.A.E. relationships as regards the summer institutes for Adult Basic Education personnel.

iscussion

Griffith -
It seems to me that one of the assumptions of many people associated with ABE is that they already have a good idea of the "state of the art" in ABE -- I doubt that this is so.

Schroeder -
If you have comments on statements distributed please send them to Luke or Dorland at N.A.P.S.A.E.

marks by Grant Venn, U.S.O.E.

1. Division of Adult Education Programs position has been vacant for two months since resignation of Jules Pagano.

2. Had hoped that announcement could be made that position has been filled.

3. Person in this position responsible for making recommendations to the Commissioner of Education.

4. Three program areas included under this position: Adult Basic Education, Title I of the Higher Education Act, and Civil Defense Education.

5. We want person who is not solely interested in one aspect of the total program.

6. We do not want person who is narrow in their conception of what adult education is.

7. Person does not need to have any kind of specific experience running programs.

8. Person must be able to express himself well in meeting with various groups.

9. This quite a different job than it was five years ago.

10. What are your reactions and questions?

iscussion

Liveright -
How serious are the discussions to put Title I under the Division of Higher Education?

Venn -
I have recommended that Title I be continued in the Adult Education Division -- it is a small program and would be lost in Higher Education Division.

___?___ -
Other people and groups are taking stands on this. Should we as a Commission take a stand?

Venn -
There is a considerable problem associated with getting Title I image before congressmen.

Ingham -
What does Adult Education as a field need to do to move ahead as a force in our society?

Venn -
Adult education has to show as a field how it can do something to solve the "front page" problems of society. As a field adult education needs to get more outreach. We need to look at the field in terms of "what can adult education do for this nation?"

Knowles -
In looking for the person you want for the adult education position if you had to make a choice between an "administrator, manager of conflicting interests, etc." and on the other hand an "imaginative, creative" person -- which choice would you make?

Venn -
We need a person with a combination of these qualities. We need somehow to get innovation disseminated -- must built bridges from new programs into existing structure. We need to give attention to the fact that there is too much "selecting out" rather than "including in" in much of American education.

McClusky -
There are blocks or facilitating factors in Congress. Who are some of the key people in Congress that we as adult educators ought to know about?

Venn -
What we need to get across to Congressmen is the idea of how adult education can make this a better country.

Venn -
I am often amazed at the number of people who have spent their whole life in adult education in the past year. Seems to suggest that the field is having more and more attraction for greater numbers of people.

Schroeder -
Read statements passed out by Jim Dorland and send remarks to him and send names of possible position candidates to Grant Venn.

imulated Materials for Training Public School Adult Education dministrators

Members: Litchfield, Quinn, Thiede, Price, and Knowles

Litchfield -

1. Introduced Ken Harris to the group. Harris is an Administrative Assistant to the University Council for Educational Administration.

2. Indicated there has been growing interest and concern regarding training of administrators of public school adult education programs.

Harris -

1. Reported on the development of simulated materials for training in educational administration. Indicated that original "Jefferson Township" simulated materials have been updated since originally published. During 1966-67 year people were invited to develop further materials.

2. Indicated that UCEA materials include slides, background survey, and other materials.

3. UCEA materials can be used for five different roles in educational administration. Special additional material available for each of the five roles.

4. Simulated materials have been used in three kinds of ways:
   A. In 2-3 week workshop situations
   B. In 2-3 week workshop situations where materials were sent in advance to participants.
   C. In regular semester or quarter courses.

5. Indicated that Gene DuBois has developed some materials especially for adult education.

DuBois -

1. Materials have been developed to be used in conjunction with the basic UCEA materials.

2. Additional background information and special problems have been developed for adult education administrators.

3. In-basket exercises have also been developed for adult education.

4. Materials developed lend themself to the same three kinds of uses identified for the general materials.

5. Knowles and I have also developed an accompanying bibliography.

Discussion

Litchfield -
I believe Ken has several specific questions for the Commission.

Harris -
1. Is it desirable to reproduce and make available the adult education materials?

2. Who should do it?

Quinn
How much would it cost to reproduce them? Would it be expensive?

Harris -
UCEA has been selling the other materials in kits of 25 sets of materials for students and one set for the instructor for:
$560-Non-UCEA Member Universities
$460-UCEA Member Universities

Litchfield -
The University of Chicago has had successful experience with materials in using them with superintendents of schools in 2-3 week workshops.

Schroeder -
Didn't we last year say that we wanted this material reproduced and make available for distribution?

Harris -
UCEA would have to have about a $5,000.00 guarantee over a three-year period--that is, about ten sets would need to be purchased.

Kleis -
Should we consider the desirability of mixing the adult education administration materials with the other materials.

Litchfield -
I would think there would be times when we would want to do both--use separately and with other materials.

Kleis -
Isn't it desirable to put the adult education materials in with the others to get our role across to other administrators.

Boyd -
Do these materials have a value orientation?

? - No

Boyd -
Aren't we robbing administrators of opportunity for developing their own background materials by using these prepared materials?

Hendrickson -

These materials can be used as a model for developing others.

Gale Jensen -
With simulated materials you have to posit some kind of organization. It would be bad to get stuck with a bad system through wholesale adoption of a single approach.

Gordon -
Could these materials be used for positions other than public school adult education directors?

Knowles -
These materials are not programmed instruction--they merely provide the framework for learning experiences.

Schroeder -
I am going to recommend that a committee examine the materials that have been developed and evaluate them in terms of potential value and use for training purposes.

Schroeder -
Want to name following people to committee: Hendrickson, Gale Jensen, Gordon, Kleis, plus a representative from NAPSAE.

Other Committee Appointments

Schroeder -
Want to name the following people to a committee to continue working on the "Theory-Building Institute"--New members: Tough Ingham, McClusky, and Boyd, plus former members: Griffith, Litchfield, and Schroeder.

Schroeder -

Want to name a committee for a new project to develop a brochure on graduate programs in the U. S. and Canada. Dowling, Chairman; Ohliger,Dolan, Nilmi, Draper, and Russell.

"Comparative Adult Education" Report

Committee members: Kidd, Chairman; Thiede, Aker, Leagans, and Nadler, London, DeCrow (Observer), and Liveright (Observer).

Draper -

1. In absence of Kidd presented the report of the committee.

2. Distributed copies of "Report--Committee on Comparative Education 1966-67," October, 1967.

3. Reviewed major points of the Committee's Report.

Discussion

Draper -

Are there other things which should be included in the report? Should other people be added to the committee?

Liveright -

C.S.L.E.A. will have report regarding international adult education ready in February, 1968.

Suggested that people should become acquainted with the activities of organization called the New York Conference on Lifelong Learning.

The International Congress on University Adult Education is in the process of doing a world-wide inventory of programs.

At the Galaxy Adult Education Conference in 1969 the Committee on International Affairs will sponsor one or two sessions on International Adult Education.

Would hope that Commission of Professors would become aware of and consider the potential uses of overseas visitors to the U. S. Thomas Kelly from England and a Mrs. Stretton (sp?) are now in the U.S. We need a system to circulate the Commission of Professors to inform them of foreign visitors, desirability of interviewing them, and provide other information regarding honorariums, travel itineraries, etc.

Draper -

Believe the Committee on Comparative Education could perform useful function by announcing dates of meetings and events of interest to Commission members.

Also believe it would be useful for the Commission to consider the proposal by Hall of England for an "International B.A." (See page 4 of Committee report.)

Schroeder -

Are there other people who want to serve on the Commission Committee on Comparative Education.

Ohliger -

Yes, I would like to be on Committee.

Draper -

Yes, add my name, also.

Essert -

The New York City Adult Education Council is desirous that foreign adult education visitors to the U.S. have some kind of systematic experience and exposure to American adult education. If you are interested in their program, etc. write to: Dr. Samuel Freeman, 145 East 32nd Street, National Jewish Research Services, New York City, New York.

"Professor Skill Bank" Report

Schroeder -

I have received considerable information from most of Commission members which has been incorporated into "Skill Bank". Those who have not furnished information are encouraged to do so.

DeCrow -

Want to bring to your attention the existence of something know as the National Referral Center in the Library of Congress. It makes referrals for experts for any subject. One thing the Commission might do with its "Skill Bank" information is furnish it to: The National Referral Center Library of Congress, Washington, D. C. You can also make use of this Center.

___?___ -
Schroeder was going to appoint a Committee to keep "Skill bank" up to date and make appropriate contacts and referrals. Several people suggested that "Skill Bank" project is one that should be maintained by one person and normally the Chairman of the Commission has performed this function.

Knowles -
The original function of the "Skill Bank" was to systematize responses to the few requests that came to Commission members.

___?___ -
Is this still the function of the "Skill Bank" or are we now in the position of wanting to "promote" ourselves?

Kleis -
It may be that we should not be in either the position of "promoting ourselves" or limiting ourselves to the present scheme -- but at least we should not be in the position of "hiding ourselves."

Schroeder -
I will continue working with "Skill Bank" and consider doing some of the things suggested here today. I will not do anything which is contrary to the desires of individuals included in the "Skill Bank." Should names be sent to the Library of Congress National Referral Center?

"Study of Graduate Programs" Report

Ingham -

1. Indicated that this years report is a continuation of study which was begun the previous year.

2. Cannot distribute last year's report to everyone.

3. Distributed copies of "Comparative Study of Graduate Programs in Adult Education -- A Preliminary Report on the Addendum Report of 1967" to all Commission members present.

4. Reviewed some of major points of report distributed.

5. Indicated that a more complete report, on an institution by institution basis, and based upon information reported by Commission members would be made at a later date.

6. Indicated that both report distributed at meeting and one to be furnished later are efforts to describe graduate programs in adult education.

7. Made reference to paper by Howard McClusky entitled "Adventure and the Emerging Roles of the Adult Education Leader." Paper distributed and suggestion made that it ought to help people think through the kind of people you are trying to produce. McClusky's paper addresses itself to that question.

8. Suggested that a Committee might do the following things:

   A. Focus on study of role of adult education programs.

   B. Translate the role into program objectives.

   C. Specify the activities and courses necessary to achieve program objectives.

   D. Formulate evaluation procedures to evaluate realization of program objectives.

Discussion

Knowles -

I think Roy should take the time to look at his data and that of Clive Veri and look at the questions and issues that are suggested by the reports and then report to commission next year.

Schroeder -

The things Roy has suggested that a Committee might do agree with various professor's comments about the role of the Commission and gives specific direction to a committee.

Schroeder -

Following committee is named to help Ingham followup with his study and report to Commission: Craddock, Kleis, Gordon, Schroeder, and Knowles.

"Professor-Graduate Student Get Acquainted Session" Report

Schroeder:

1. Announced that Knox could not be present to report but had made arrangements.

2. Faculty-Student Reception would be held from 4:30 - 7:30 P.M., Thursday, November 16, in Academy Room.

3. Memo to Adult Education Professors and Graduate Students from Alan B. Know, subject: Invitation to the Commission Social Hour, November 16th, 4:30 - 6:30 p.m. distributed to Commission members present.

REPORTS FROM LIAISON MEMBERS CONCERNING ACTIVITIES OF OTHER ORGANIZATIONS

"Education Commission of the States" (Formerly named Compact for Education)

Glenn Jenson -

1. Indicated that Hendrickson had reported in previous year that Education Commission of States had apparently neglected to include adult education in its organizational structure.

2. Indicated that he had attended Denver meeting of the Education Commission.

3. Reported that as result of Denver meeting a resolution was passed asking states to pay particular attention to adult and vocational education. Feels that adult education will get recognition within the Education Commission.

American Society of Training Directors"

Nadler -

1. ASTD and Training in Business and Industry interest section of AEA are coming to have a closer relationship.

2. National ASTD 1968 Conference will be in May, 1968. ASTD will not take part in the Galaxy Adult Education Conference.

3. ASTD is also getting interested in international education--will soon have some Japanese visitors in the U. S. under its sponsorship.

4. ASTD has recently published through McGraw - Hill a Training and Development Handbook price $16.50.

"National Seminar on Adult Education Research"

Litchfield -

1. National Seminar will meet in Chicago on February 11, 12, 13, 1968.

2. Registration forms will be distributed at AEA meeting.

3. Expect at least 100 persons to attend Seminar.

4. At least twenty papers have been received -- but not many Commission members represented among those presenting papers.

"ERIC Clearinghouse on Adult Education"

DeCrow -

1. Distributed copies of "ERIC Clearinghous on Adult Education" to Commission Members present.

2. Recommended that each graduate in adult education should send proposal or idea for searching the ERIC-AE information and retrieval system.

3. More than 2,000 documents put into the system in 1966 and 1967.

4. One of the next publications from ERIC-AE will be a bibliography that should be of help to students in their research.

5. ERIC-AE is beginning to issue decks of abstracts in publication form. Will issue two series: #1 - Current Information Services, and #2 - Basic Information Sources.

6. ERIC-AE wants to go on to analytical reviews of what documents actually say.

7. At present ERIC-AE is mostly absorbed in abstracting and retrieval of documents.

"Center for the Study of Liberal Education for Adults"

Liveright -

1. Present funding for C.S.L.E.A. will be pretty well terminated at the end of 1968.

2. NET (?) was asked to do an independent study of the future of C.S.L.E.A. (Hudson Report). Report indicated need for some kind of center with broader responsibilities for higher adult education.

3. Report recommended development of new center for continuing higher education.

4. Report recommended that the Center should move to Washington, D. C. The Center's Board did not accept this recommendation.

5. Paul Miller of HEW called a New York meeting which called for the establishment of a Center for Continuing Higher Education.

6. There have been several reactions to Center developments from outside of the field, e.g., Why should such a proposed new Center be limited to <u>higher</u> adult education?

7. Present Center Board is going to have to decide the kind of continuing center that is necessary. It will take 6 to 12 months to do this.

8. U.S.O.E. may fund a study to determine the kind of center that is needed.

9. Activity of C.S.L.E.A. may be reduced by end of 1968. C.S.L.E.A. will probably become a "different kind of animal."

<u>BUSINESS SESSION</u>

<u>"Report from Executive Committee"</u>

Schroeder -

1. I had series of ten questions which I wanted to present to the Executive Board, but got through only one of them.

2. Will now present some of ideas and questions growing out of Executive Committee meeting -- will do so by asking other committee members to present several points.

<u>DISCUSSION</u>

Atwood -

What is Commission? What should it be? What is the Commission doing? What should it be doing? Since the publication of the

black book (Adult Education, edited by Jensen) we have been fighting with these questions.

When asking these questions we need to consider the kinds of groups there are having professional concern for adult education. There is a group for whom adult education is a secondary concern. There is another group for whom adult education is a primary concern and if they are a professor of adult education they can belong to the Commission. Finally, there is a third group of adult educators for whom adult education is a primary concern but they are not eligible to join the Commission. We need the inter-action of full-time adult educators of this kind with Commission members.

Griffith -

In raising questions and criticizing the Commission we need to remember that we should "never criticize a dog for not being a cat."

We need to ask ourselves such questions as: What perceived need is this Commission meeting? What can it do? What can't it do? We need to look at several organizations in the field when we consider the future role of the Commission.

Commission of Professors of Adult Education -

When we explore the grounds for the foundation grant we find that it began and continues to be a rather exclusive group. Persons must be in institution offering at least an M.S. program and must devote at least half-time to the field of adult education. The major function of the Commission seems to be a concern for graduate programs in adult education. Yet there are many people deeply interested in adult education who are not able to dialog with this group..

National Seminar on Adult Education Research -

It has no expressed criteria for membership.

Adult Education Association of the U. S. A. -

Includes a great variety of people. For all practical purposes it has no membership qualifications. It does not provide an opportunity for sustained reporting of research activities. Moreover, because it welcomes all it is not a particularly good forum for the discussion of educational research.

As regards research we find that there is not too much common attendance at the meetings of the American Educational Research Association and the National Seminar on Adult Education Research and the Commission of Professors of Adult Education.

We need to ask the following questions:

1. Are our present methods appropriate to our objectives of the Commission.

2. Do we have the kind of organization that is suited to the achievement of adult education's objectives.

3. Are there some people in adult education who have no professional home?

Boyd -
We are not only concerned with the discipline -- but with other questions of:

1. Visibility of the field.

2. Professional power.

The Commission is not listed as a separate organization and it therefore has no visibility.

If a professional person does not have credentials to get in the Commission he goes where the power and visibility are.

Visibility and power are two important questions because they represent a central quality of American life today.

Schroeder -
Now that you've heard expressions from members of the Commissions executive committee I think we should spend the remainder of our time on the question: "What shall the Commission become?"

Gale Jensen -
I assume that you have considered the possibility of organizing a new organization.

Schroeder -
In connection with this general question I might report on the reactions to the question which I posed in a memo to all members of the Commission. That question was: "I think the Commission of Professors of Adult Education should:"_____.

Over one-half of those who responded to this question indicated that the major purpose of the Commission should be furthering graduate programs in Adult Education.

(Schroeder read through responses received but these were not included in my notes - G. D. Russell)

Schroeder -
You should keep in mind the concerns expressed as we discuss the future role of the Commission of Professors of Adult Education.

Knowles -
I have a point of view that ties in with Boyd's and Griffith's concerns. I have said before that the major purpose of the Commission should be to improve graduate programs in adult education. I have re-thought this and have decided that what I really want is a Commission that helps me improve myself as a Professor of Adult Education. I think membership should be limited to those people whose primary professional association is that of people engaged full-time in teaching and research.

I believe that in the past I took the Commission into some activities that took us away from what is now my goal for the Commission.

Essert -
Why did you do that ?

Knowles -
I was sort of looking at a model for a professional association and guided myself accordingly.

McConner (visitor from University of Connecticut) -
As visitor I would like to see Commission serve as consultant to schools developing new graduate programs.

Boyd -
We must consider that we are not a basic science -- and can never be. We are not like philosophy. We are an applied science and as such enormous societal demands are made of us. We are social engineers. If we want to interpret a point of view into society we do not have the professional mechanism to do this. We tend to develop the kind of products society demands rather than what we really want to produce. I don't want to live in an ivory tower but I also don't want to have

all conditions dictated to me.

What I'm after is something that might be called the American Society of Professional Adult Educators.

Liveright -
Wasn't the "professional" membership category of A.E.A. established for this purpose.

Reactions from several persons -
No, although that is what was proposed.

Aker -
I see the need for a society which would give a "home" to the professional person in adult education.

Knowles -
We created the AEA in 1951 to accomodate as many and varied interests as possible and I don't see why it can't move toward the kind of organization that will serve "professional" needs.

Essert -
What is the difference between a Commission and a Section in AEA.

__?__ -
Membership is closed in Commission but not in Sections of AEA.

Liveright -
Does anybody have any idea of how many people these might be who are interested in a "more professional" kind of society?

Nadler -
We shouldn't cut ourselves off from the "mainstream" of adult education. We need to look at what are our needs as a profession and can contribute to our personal growth.

Ingham -
We need a framework for thinking about the future role of the Commission. Let me suggest that all organizations exist for satisfying human interests. We need to ask "What human?" and "What interests?" What kinds of instrumentalities do you have to have to satisfy needs?

Schroeder -

One kind of pressure that we have had is conflicts with other meetings. I want to remind you that the question of how many people there are who would be interested in a "more professional" kind of organization has not been answered.

Aker -

There is another kind of interest which hasn't been mentioned. Adult educators need to look after the professional training needs of those in the field who are not Commission members.

Ingham -

There are various organizations doing this.

Aker -

One of the problems we have in adult education is that there is so much turnover of personnel that their professional education does not build on to what they have had previously.

Hendrickson -

Creating another organization does pose considerable problems. Can't we metamorphase the Commission to enlarge its membership.

Atwood -

Should we survey doctorates in adult education to find out how many are interested?

Quinn -

We need to come back to considering the kind of professional organizations we need in light of the objectives we have and the various catagories of personnel active in the field. We have adult education degree holders who are full-time adult educators, we have other full-time adult educators who are not adult education degree holders, and we have a variety of adult education practitioners of other kinds with varying amounts and kinds of education. We need to consider the professional organization needs of these kinds of people and structure professional organizations accordingly.

Knowles -

I believe that it would be inappropriate for the Commission to initiate action to change its membership structure and qualifications. Such action should be initiated from within A.E.A. generally.

Hendrickson -
One of the problems with trying to do this is that there is not enough time in the AEA Delegate Assembly to put this kind of question before it. The Delegate Assembly doesn't function in this way.

Nadler -
If what you say is so doesn't the AEA and the Delegate Assembly need some restructuring.

__?__ -
Suggestion made that meeting be continued in the evening in Room 434.

Schroeder -
To summarize it seems we have said:
AEA was founded to accommodate a wide range of interests and needs but somehow it seems inadequate to represent or encompass the needs of some professionals in the field.

There is question of whether Commission or AEA should initiate action to study this problem.

There is also question of whether study should be done of AEA "professional"membership to determine need for any change in organization.

There appear to be several alternatives open regarding the Commission's future structure:

1. The Commission can remain as it is.

2. The Commission could become another interest section within A.E.A.

3. The Commission could set up a separate society independent of A.E.A.

Kleis -
At what price to A.E.A. would these things be done?

Menlo -
We need to identify specific questions that need to be answered.

Liveright -

I would suggest these questions:

1. What should the role of the Commission of Professors be?

2. What kind of body should be developed to accomodate the really full-time "professionals?"

3. Can we have two groups this evening to discuss these two different questions or problems?

Boyd -

Let's keep groups together. We shouldn't be in "hurry to get home to supper." We are liable to make mistakes if we hurry too much. We should stay together to discuss these questions.

Liveright -

I do believe there needs to be some group of professionals who accomplishes some of the things that Grant Venn talked about this morning.

Quinn -

There seem to be three things that we need to discuss:

1. The Commission's role in A.E.A.

2. The professional development of the professors of Adult Education.

3. The Commission's larger role in advancing adult education in society.

__?__ -

We will plan a meeting tonight to further pursue these questions. McClusky has questions which were raised a few moments. Meeting will be at 8:00 P.M. in Room 438.

Schroeder -

There is one other item which we must take care of before adjourning this afternoon. That is, naming of executive committee members and election of Chairman for the coming year.

Schroeder -
The Executive Committee recommends the following new members for the Executive Committee: Ann Litchfield and Allen Tough.

Commission -
Unanimous approval indicated.

(I am unable to find in my notes any total membership of the Executive Committee nor do I find any reference to it in the minutes of the previous two years' meetings G.D.Russell)

__?__ -
The policy regarding the election of a Chairman is that each person so elected shall serve for two years. Therefore, Schroeder should serve for the coming year.

Commission -
Unanimous approval indicated for Schroeder to continue as Chairman.

Schroeder -
Meeting is adjourned. All those interested in continuing this afternoon's discussion regarding the future role of the Commission should meet tonight at 8:00 P.M. in Room 438.

November 15, 1967 - Evening Session

McClusky -
I would like to get reactions from those present -- "old-timers," medium group, and new-comers -- as to: What would happen, how would you feel, what would you miss if the Commission dropped out of existence in four or five years?

Schroeder -
Association with others and professional improvement opportunities.

Atwood -
Association with others and opportunities for communications with similar professionals.

Essert -
I would miss all the people that make me feel I am

part of something important. I would miss the "fraternity of a profession" -- this is my fraternity.

Gordon -
I would especially miss meeting people I have become acquainted with through reading.

Russell -
I would miss many of the same things already cited but in addition I would feel a sense of loss if something I thought "was becoming" somehow failed to do so.

Litchfield -
I would miss working on real issues in a workshop setting with fellow professors of adult education.

Draper -
I would lack the sense of external discipline that this group can provide -- which makes me work on things.

McClusky -
Assuming you would have missed these things where would you turn?

Essert -
I would probably turn to the Clevel and Conference on Adult Education.

McClusky -
Seems like we can divide adult educators -- in terms of their professional interests into three kinds of groups:

1. Dominant interest - professionals

2. High interest

3. Coordinate interests

Essert -
Do we or don't we want to form an adult education policy commission?

Hendrickson -
We need to go back to the question of whether there is a need for an organization to serve the full-time professional. Who is it that is not in the Commission that needs to be?

Knowles -
I see three kinds of needs:

1. Need for a "psyche" group. This would be a group whose central interest is graduate training of professional adult educators.

   Boyd - Yes, we need a "psyche" group

2. A group who have a sustained concern for the development of adult education as a profession.

   Boyd - Yes, this is also needed. But AEA does not do this very well with its present organizational structure.

3. A group that is interested in the "cause" of adult education -- that is, adult education as an instrument of national policy -- an instrument of social policy.

__?__ -
AEA has not had this as a major emphasis.

Atwood -
Have we come around to the point of saying that $25.00 members in AEA are the group we start with when talking about "professionals."

Several People -
We as a Commission should not determine what "professional" is -- this should be done by A.E.A.

Boyd -
Let's draft a proposal to the AEA Exectutive Committee requesting it to appoint from its own ranks and other "professionals" a study group to examine the concerns we have expressed this afternoon and evening.

Hendrickson -
Is our present session a plenary session of the Commission?

Several People -
Yes, we voted on it.

(Unfortunately, my notes do not contain any specific vote regarding the evening meeting. However, it was discussed and widely agreed upon by those present at the afternoon

session. At least I recall no objectives being voiced. G. D. Russell)

Boyd -

I make the following motion -- Resolved that the Commission of Professors of Adult Education request the Executive Committee of A.E.A. to appoint five members who have been classified as professional members to a committee and to contact other organizations in the field of adult education to send representatives to a special meeting of a committee of professional adult educators in the latter part of April, 1968 to consider the establishment of an organization of professionals in the field of adult education.

Hendrickson -

I second the motion.

Essert -

Bob (Boyd), you seem to be saying that you are concerned with adult education as a "voice."

Ohliger -

When we talk about "professionals" we need to remember that we have not defined professionals. There is already a professional organization -- NAPSAE.

Knowles -

But NAPSAE is only one group of professionals in adult education.

Ingham -

Can we really talk about the field of adult education as a "unity?" Before you can solve social problems you have to have a "technology" for doing so. We don't really have this as yet.

Hendrickson -

It seems that we have come about to the point of concluding that we don't have an organization that serves the second need identified earlier by Malcolm (Knowles).

(A group who have a sustained concern for the development of adult education as a profession.) Can't this be done within the existing organization?

Boyd -

No, I don't think so. Look at NAPSAE -- it is no longer an affiliate of AEA and is concerned only with public school adult education. Organizations do not "live down" their histories. We don't have an "A.M.A." in adult education but we should be able to have a professional organization that is capable of rising above individual agency problems. Adult education's quarrels are out in the open because we have a fractured movement.

Schroeder -

Do we know whether we want the kind of organization Bob (Boyd) has been suggesting. We need to study the problem before taking any specific action.

Knowles -

It seems unwise for the Commission to take as active a role in changing the structure of AEA as is suggested by Bob's (Boyd) motion. This role is the constitutional function of the Executive Committee of A.E.A.

(At this point there were numerous suggestions made for changing Boyd's original motion which that the resolution going to the A.E.A. Executive Committee would express the spirit of the Commission's deliberations about the need for a different kind of organization for full-time "professionals." I was unable to get all these suggestions down but attempted to restate them in the following alternative motion: Resolution to the Executive Committee of the A.E.A. requesting the Committee to consider convening a meeting of professional adult educators from both within and outside of A.E.A. to consider the creation of a professional association of adult educators." This did not seem to adequately express the concerns of the group for a somewhat different resolution. G.D. Russell)

Boyd -

I am pushing for a residential setting for the kind of meeting which my resolution calls for.

Quinn -

The purpose of the meeting should be to come together to determine needs of professionals rather than the formation of another society.

___?___ -
Couldn't this be done at next year's meeting?

Boyd -
No, we need to move now. I make assumption of a need for a power structure in adult education.

(At this point there were further attempts at revising and restating Boyd's original motion. Again, what I got down was my own attempt to express the sense of the suggestions made: "Resolved, that the Commission of Professors of Adult Education desires to have explored in the Executive Committe of the A.E.A. the need to study and delineate the associational needs of professionals in adult education and consider the implications of such study for existing adult education organization." - G.D. Russell)

Knowles -
Shouldn't we empower our own Executive Committee to draft a resolution to communicate the spirit of this group's concern to the A.E.A. Executive Committee. That resolution should express a concern for the "needs of profession and professionals."

___?___ -
Motion that Executive Committee of the Commission, with appropriated consultation, develop a resolution incorporating the spirit of the meeting of the Commission on Wednesday, November 15, 1967, which considered professional needs of adult educators.

___?___ -
Several seconds to the motion were made.

The motion was passed.

Meeting adjourned.

(Although it was not part of the official Commission meeting I have included below the recommendation made to the A.E.A. Executive Committee by the Commission committee. G.D. Russell)

The Commission of Professors of Adult Education recommends to the Executive Committee of AEA-USA that a study committee be appointed immediately to:

1. Study, analyze and delineate the needs of professional adult educators and the needs of the field of adult education for:
   (1) professional identification
   (2) standards, ethics, and professional development

(3) means of social influence

2. Assess the extent to which these needs are presently being met through the program and structure of the AEA-USA and other organizations and institutions in the field.

These recommendations are made in support of the report of the Committee on Common Concerns and in the light of the following considerations:

1. The growing pressure on the Commission of Professors of Adult Education to perform functions on behalf of professional workers in general that are not in keeping with the Commission's appropriate role.

2. The growing demands from inside the profession and from such external sources as government for the formulation and establishment of goals, standards, ethics, and practices that cut across agency and institutional lines.

3. The increasing evidence of fragmentation in the field resulting from agency competition for prestige, status and financial support.

4. A rapid acceleration of the number of professionals and a growing sophistication of professionals that create increasing pressure for the establishment of a professional identity broader than the identity which is provided by agency affiliation alone.

5. The growing evidence of expectations from all societal sectors that there will be an instrumentality with responsibility for representing and promoting professional concerns as distinguished from specific agency concerns and the broad societal concerns of the adult education movement.

November 17, 1967

Philadelphia, Penn.

Sub-committee of the Commission of Professors of Adult Education

Wayne Schroeder

Ann Litchfield

Allen Tough

Malcolm Knowles

Mason Atwood

Robert Boyd

Emily Quinn

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March 29, 1968

ERIC Clearinghouse
JUL 16 1968
on Adult Education